Big Question: **What happens when it's windy?**	**Unit #5 lesson 1.1**	**Week #**
Resources: ➢ Show and Tell(SB)-Page 46 ➢ Show and Tell(SB)-audio tracks 1.48 ➢ show and tell (SB)-audio tracks 1.49 ➢ **Booklet –**Page 2,3,4,5,45	**Year :KG1**	
Lesson title: What happens when it's windy?	**Lesson duration: 90 min**	
Objectives: **By the end of the lesson, kids will be able to:** • Explore new vocabulary. • review colors, family, seasons and days of the week • read and decode common high frequency words by sight • recount a short sequence of the event by sequencing images of short stories		
In class Preparation checklist ➢ **Word cards** ➢ **Flash cards** –weather words(rainy-sunny- windy –snowy-cloudy), seasons(summer, winter, fall, spring) ,days of the week, and feelings(hot –cold – warm – wet – dry) ➢ PPT ➢ Fifi Puppet ➢ Show and Tell (SB) ➢ Safety Scissors ➢ Glue stick ➢ Black Marker ➢ Pencil	**Online Preparation checklist:**	
<u>Period 1</u>		
Warm up: ➢ Hello routine-Page 15-Show and Tell ➢ Days of the week routine-Show and Tell ➢ Months of the year ➢ Review the characters(May, Sam, Anna, grandma, grandpa, mom, dad)	**Organization & Time** 10 min individual work	**Resources** **Months of the year** https://www.youtube.com/watch?v=JSu3EKo-pBI
Lead in: Talk about the picture and use Fifi the puppet to introduce the topic. Talk about	10 min Whole class	**Show and Tell(SB)-Page 46**

the scene. ➢ **Teacher helps the kids to find page 46 in Show and Tell (SB).** • Use the poster and /or the flashcards to introduce the new weather words: *sunny , rainy, windy, snowy, hot, cold.* • Teacher talks about the difference between *hot and sunny* with the kids. • Teacher asks the kids who they think might be hot in the picture (Mom because she is carrying Anna on her back) • Teacher then tell the kids that they will work in pairs. • Teacher gives a demonstration with the co-teacher that when she asks a question they should discuss the answer and then one of them should raise their hand and say the answer. • When she asks a question they will discuss with their shoulder partner and one of them raise their hand. • Using Fifi puppet to ask the children" • *What's the weather? Is is windy? What color is of the sky?* • *Where's (Sam)? How many birds?* o *I see 3 birds*	pair work	
Listen and point-1.48 Play the recording for the children to listen and point to the kind of weather or the person (*windy: Grandma's umbrella; sunny: the sun in the sky/Anna: hot: Mom ; cold: Sam; snowy: white mountain peaks/Grandpa; rainy; raindrops below the rainbow/Grandpa)*.	5 min whole class	**audio track-1.48**
Listen and repeat Play the recording. Children listen and repeat the new words. Do actions for each of the words.	5 min whole class	**audio track-1.49**
Look at the picture and answer the questions • Teacher asks the kids to count from one till ten on their hands. *What is the weather today?* *It's hot or cold.*	Individual 15 min	**Booklet-Page 2,3**

• Teacher asks kids how many birds in the picture? **Circle trees, animals, hats, flowers and backpacks.** • Teacher asks the kids to **circle trees, animals, hats, flowers and backpacks** • Then teacher reminds the kids of the colors. • Teacher plays the rainbow color song. **Color the rainbow and say the colors.** • Teacher elicits the answer from the kids. • Teacher gives feedback for their answers. **Look and choose** • Teacher asks the kids to look at the pictures and choose "*Which picture shows that it's windy*"? • Teacher elicits the answer from the kids. • Teacher gives feedback for their answers.		**Rainbow colors song:** https://www.youtube.com/watch?v=SLZcWGQQsmg
Words to study • Teacher displays the flash cards of the new words. • Teacher does actions for the words for the kids to comprehend. • Teacher asks the kids: *What' s the weather today?* *sunny or rainy* and repeat for the rest of the words.	Whole class 10 min	**Booklet-Page 4** **Flashcards-**sunny, rainy, windy, snowy, cloudy, hot, cold, warm, wet, dry
Read and color • Teacher reads the words of the weather. • Teacher asks the kids to listen and repeats the words . • Teacher then explains that they are going to color rainy , sunny • Teacher goes around and helps kids who need support. **Match using the correct pattern** • Then teacher tells the kids that they are going to work in pairs. • Kids will work with their shoulder partner and match the correct pattern.	**individual** **15 min** **pair work** **10 min**	**Booklet-Page 5**

• Teacher chooses a kid from each group to say the answers. • Teacher then gives a feedback on the answers.		
Activity: • Teacher display on the board the weather (sun) • Teacher elicits from the kids: *What's this?-This is /It's a sun.* • Teacher then explains that they are going to do a handprint sun. Then teacher displays a ready-made sun • Teacher then explains the instructions. • To begin making this farm animal craft, trace the kids' hand on white construction paper. Next, the kid can cut it out. He or she may need help cutting around the fingers. After cutting out the hand print, draw and cut a circle with rounded points out of yellow paper for the Finally, use a black marker to draw a mouth and eyes.	Individual 30 min	**Handprint sun** • Yellow Paper • orange paper • Scissors • Glue • Black Marker • Pencil
• Teacher tells the kids that they are going to listen to a story "The old toy room ". • Then the teacher plays the story again. • Teacher asks the kids to find **page 45** in the booklet. • Teacher then explains that they are going to work in groups of 5. • Teacher asks the kids to look at the pictures while listening to the story and re-arrange the picture. • Teacher moves around and helps the kids who need help. • Then the teacher asks the kids to choose a representative from each group to retell the story.	15 min group	**Booklet page 45** **Story sequencing** **The old toy room** https://www.youtube.com/watch?v=aDFA24nK8dU

Review **Assessment of learning what s the weather today?** **1) high:** The weather is rainy **2) middle:** rainy and cold **3)low :** rainy **Goodbye routine.** **Reflection :** **Ongoing---- Revisit---- Done ---**	10 m individual	